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ABSTRACT

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for family support workers. Addressed in the individual sections of the volume are the following skill areas: communication skills, self-awareness, community involvement, human development and interaction, policy and procedures, ethics and standards, assessment, case planning, client interaction, and interaction with foster parents and child care resources. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

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JOB ROLES IN HUMAN SERVICES

Volume 4

Family Support

Ministries of Education and Human Resources

CE 040 611

TASK ANALYSIS IN HUMAN SERVICES

A Special Project
Funded by the Ministry of Education
Post-Secondary Department
In Cooperation with
The Ministry of Human Resources

FAMILY SUPPORT WORKER

Developed by:

Terry Hardin
Dale Stanley

Program Development and Evaluation
Division of College Resources

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INTRODUCTION

This book of objectives is one in a series of eight. The series is the result of a special project funded by the Ministry of Education, Post-Secondary Department, in cooperation with the Ministry of Human Resources.

The intent of the project was to formulate for training and educational purposes a competency-based analysis of employment categories in Human Services.

The Ministries of Education and Human Resources specified seven job categories to be analyzed. The objective of the project was to analyze the seven jobs to identify skills and knowledge necessary for competent performance of the job and to specify the objectives required to perform each of the skills identified. In addition, the job categories were reviewed and a core of knowledge and skills common to each was extracted. This analysis serves the following purposes:

Provide specific information for colleges and universities to use in developing curriculum in Human Services programs.

Appropriately emphasize the depth and scope of the initial training required to enter the occupation.

Develop instruments that will assist supervisors and employees to pinpoint learning needs and develop individualized training plans.

Provide a basis to identify retraining needs for individuals to allow job mobility within the field.

Provide a basis for the development of programming within the Ministry of Human Resources for areas not covered by college and university programs.

Provide the basis for development of a diagnostic test as a challenge mechanism to facilitate upgrading.

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Provide information necessary for career pathing.

Provide a basis for the development of screening tests to qualify candidates for competitions.

Provide basic information for the development of data gathering instruments necessary in building skills inventories for manpower planning purposes.

Task Analysis, a form of group process, was used to analyze the job categories. In this process, participants, who are people currently working in the occupation and those working in closely related job roles meet with a coordinator who assists them to identify the skills, knowledge and attitudes. Together they develop a job profile chart. The chart is then translated into objectives by a writer who attends the Task Analysis Session. The objectives are validated by the original participants as well as by a broader range of field personnel not in attendance at the original session. Because it involves people who are active in the occupation, Task Analysis ensures that training and education incorporate the evolution which occurs in the occupation. This process also ensures that the real world of the occupation will be the basis for programming in education and training.

The objectives contained in this book are written in behavioural terms. They specify exactly what the employees must do to achieve or perform the skill. After developing the job profile chart which has been reproduced in this book, the participants at the Task Analysis Session were assisted by the objective writer and the session coordinator to specify the verbs which identify the behaviours required to perform each skill. Following the preparation of the first draft of the objectives, the validation process was implemented.

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The first draft of objectives was sent to the original participants of the Task Analysis Session. Based upon their response, a second draft was prepared and distributed for validation to forty personnel working in the Ministry of Human Resources. Two staff were selected from each of the province's twenty regions. The occupations of the forty people were in direct proportion to the jobs represented in the Task Analysis Session. For example, if five social workers were in the Session, twenty social workers participated in the validation. After this broader validation, a third revision was written and distributed to regional managers and executive staff. This book integrates feedback from all validation sources and is the final draft. This is the initial stage of a more comprehensive project designed to articulate the educational and training needs of both the public and private sector with the training provided by the educational institutions in the province.

KRATHWOHL'S TAXONOMY

To translate the job profile chart into behavioural objectives through the use of specific verbs and thus to indicate depth of knowledge, Krathwohl's Taxonomy was selected. It allows both cognitive and physical activities to be inter-mingled in a hierarchy of taxonomical levels. These levels, and examples of verbs used to write objectives describing skills that occur at each level, are as follows:

1. knowledge (e.g. aware of, recognize, identify);
2. comprehension (e.g. explain, describe);

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3. application (e.g. construct, draw, navigate);

4. analysis (e.g. discuss, classify);

5. synthesis (e.g. prepare, plan, relate);

6. evaluation (e.g. assess, judge, appraise).

INDEPENDENCE SCALE

The participants at the Task Analysis Session used a scale to indicate the degree of supervision an employee might require to accomplish the skills which were determined to occur at the application level of Krathwohl's Taxonomy.

The purpose of the scale is to identify the degree of supervision that an individual could expect when doing the task. The scale of independence is also a reflection of the degree of training required to accomplish the task.

Can perform this task with quality and with initiative and adaptability to special problem situations.	4
Can perform this task satisfaccorily without assistance and/or supervision.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1

SCALE OF IMPORTANCE

All of the objectives specified within this book have been examined in relationship to the total range of job activities. Each objective was then designated as being prerequisite, critical or enrichment. These terms are defined for the purpose of this book as follows:

Prerequisite

Objectives that represent the existing knowledge or skill which individuals must bring with them to be adequately prepared to enter the job role. These objectives form the basis of the curriculae designed to train students.

Critical

Objectives which are essential to competent performance on the job. These are areas of skill and knowledge which individuals must possess or develop during their work experience. These objectives may have been taught in the educational field or they may be addressed during the orientation and training of new staff.

Enrichment

Objectives which are not essential, but add measurably to a more comprehensive understanding of the job. They also enable the individual to be more skillful and flexible in performance on the job. These areas may become the focus for staff training as they often represent the evolution of the job role.

It is important to note that the level of detail specified by the enabling objectives provide only the most salient features of the main objectives. They are then to be used in establishing a more definitive list of instructional objectives during the subsequent stage of development.

The participants at the Family Support Worker Task Analysis Session were:

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FAMILY SUPPORT WORKER
JOB PROFILE CHART

A Communication Skills	A.1 Groupwork	A.2 Interpersonal skills	A. 3 Written Skills			
B Self-Awareness	B. 1 Ability to assess self	B. 2 Demonstrate assessment				
C Community Involvement	C.1 Public relations					
D Human Development and Interaction	D.1 Human development	D.2 Family dynamics	D.3 Interventions	D.4 Community differences	D.5 Organizations	
E Policy and Procedures	E.1 Teaching and supervision	E.2 Current policy and legislation	E.3 Colleague responsibility	E. 4 Knowledge of Policy Development		
F Ethics and Standards	F. 1 Ethical Behaviour	F.2 Cope with Ethical Conflict	F. 3 Ethical Use Of Authority	F. 4 Professional Attitude	F. 5 Act as Advocate	F. 6 Initiate Professional Development	F. 7 Ability to act as Agent
G Assessment	G.1 Initiate assessment process	G.2 Initiate contact	G.3 Formulate treatment plan				
H Case Planning	H.1 Consultation	H.2 Formulate case plan	H.3 Contract with families	H.4 Evaluate case plan			
I Client Interaction	I.1 Maintain working relationship	I.2 Treatment process	I.3 Para-legal responsibilities	I.4 Promote client autonomy	I.5 Dealing with resistance		

FAMILY SUPPORT WORKER
JOB PROFILE CHART

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J

INTERACTION WITH FOSTER PARENTS
AND CHILD CARE RESOURCES

J. 1
Teach parenting skills

J. 2
Play with children

J. 3
Teaching daily routines

J. 4
Health and nutrition

J. 5
Teaching life skills

J. 6
Setting limits

J. 7
Teaching growth and development

J. 8
Establishing relationships

J. 9
Involvement in Assessment

J. 10
Placement of Children

J. 11
Recruitment of foster homes

A

COMMUNICATION SKILLS

SPECIFIC AREA: A. COMMUNICATION SKILLS MAIN OBJECTIVE: 1. Demonstrate skills required to do group work.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe group dynamics as it relates to group development.		Prerequisite	
b) Explain the roles of members in a group.		Prerequisite	
c) Discuss situations in one's work where the use of groups is applicable.		Prerequisite	
d) Plan, organize and establish a group.	2	Critical	
e) Facilitate a group in all stages of its development.	2	Critical	

SPECIFIC AREA: A. COMMUNICATION SKILLS MAIN OBJECTIVE: 2. Demonstrate interpersonal skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate such skills as active listening, attending, paraphrasing, etc.	4	Prerequisite	
b) Describe behaviours that impede or facilitate communication.	4	Prerequisite	
c) Create an atmosphere that facilitates communication.	4	Prerequisite	
d) Identify resistance from individuals and specify methods of coping with or overcoming resistance.	4	Prerequisite	

SPECIFIC AREA: A. COMMUNICATION SKILLS

MAIN OBJECTIVE: 3. Demonstrate written skills required to complete reports and documents.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Write in a clear and concise manner.	4	Prerequisite	
b) Describe behaviour in non-technical language		Prerequisite	
c) Identify, in written material, that which is factual and that which is opinion.		Prerequisite	

B

SELF-AWARENESS

SPECIFIC AREA: B. SELF- AWARENESS MAIN OBJECTIVE: 1. Demonstrate the ability to assess self.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify sources of stress.		Critical	
b) Describe ways of managing stress.		Prerequisite	
c) Identify available support services.	2	Critical	
d) Identify stress indicators; e.g. change in usual behaviour, change in perception of clients, etc.		Critical	

SPECIFIC AREA: B. SELF-AWARENESS MAIN OBJECTIVE: 2. Demonstrate skills required to perform self-assessments.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Participate in a self-assessment process.	2	Critical	
b) Describe the importance of one's background and history as related to one's work.		Prerequisite	
c) List present strengths and limitations.		Prerequisite	
d) Discuss methods of dealing with one's limitations.		Prerequisite	
e) Describe the relationship of self-perception to other's perception of self.		Prerequisite	
f) Explain one's reasons for entering the human services field.		Prerequisite	

C

COMMUNITY DEVELOPMENT

SPECIFIC AREA: C. COMMUNITY DEVELOPMENT MAIN OBJECTIVE: 1. Demonstrate the ability to represent the Ministry of Human Resources to the community.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain one's job role and responsibilities.		Critical	
b) Describe ministerial policy and programs relevant to one's job role.		Critical	
c) Establish and maintain appropriate use of community resources.	4	Critical	
d) Utilize community contacts to aid self, clients or caregivers.	4	Critical	

D

HUMAN DEVELOPMENT AND INTERACTION

SPECIFIC AREA: D. HUMAN DEVELOPMENT AND INTERACTION MAIN OBJECTIVE: 1. Demonstrate a knowledge of human development.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain human development in terms of social, emotional, cognitive and physical growth.		Prerequisite	
b) Explain abnormal development in terms of the above.		Prerequisite	
c) Explain sexual development.		Prerequisite	
d) Explain the effect of cultural variables on human development.		Prerequisite	
e) Identify risk factors in stages of child development, e.g. historical situation.		Prerequisite	
f) Describe theories relating to the identification of risk factors, e.g. systems theory.		Prerequisite	

SPECIFIC AREA: D. HUMAN DEVELOPMENT AND INTERACTION MAIN OBJECTIVE: 2. Demonstrate a knowledge of family dynamics.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the roles of family members.		Prerequisite	
b) Describe alternate family patterns, e.g. extended families.		Prerequisite	
c) Explain the significant stages in family development and describe the concomitant changes in individuals who are members of the family.		Prerequisite	
d) Explain the significance of family history on family functioning.		Prerequisite	
e) Identify the causes of stress on present-day families and explain the effects of stress upon families e.g. cultural changes, economic changes, etc.		Prerequisite	

SPECIFIC AREA: D. HUMAN DEVELOPMENT AND INTERACTION MAIN OBJECTIVE: 2. Demonstrate a knowledge of family dynamics. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
f) Explain how various crises affect families.		Prerequisite	
g) Describe various patterns of dysfunction within a family.		Prerequisite	
h) Share knowledge of human development with caregivers, natural parents, children, etc.	4	Critical	
i) Describe impact of substitute care on children and families.		Prerequisite	

SPECIFIC AREA: D. HUMAN DEVELOPMENT AND INTERACTION MAIN OBJECTIVE: 3. Demonstrate a knowledge of intervention techniques.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain the use of several intervention techniques commonly employed in working with groups; e.g. teaching, modelling, facilitating, etc.		Prerequisite	
b) Describe intervention techniques used with families; e.g. system approach, crisis intervention, modelling, reparenting, etc.		Prerequisite	
c) Describe intervention techniques used with individuals; e.g. counselling, teaching life skills, etc.		Prerequisite	
d) Discuss the value of enrichment and recreational activities as intervention techniques.		Enrichment	
e) Teach intervention techniques to caregivers and natural parents.	4	Critical	
f) Share knowledge including limitations of intervention with caregivers, parents.	4	Critical	

SPECIFIC AREA: D. HUMAN DEVELOPMENT AND INTERACTION MAIN OBJECTIVE: 4. Demonstrate a knowledge of the effect on service delivery of variables between and within communities.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Discuss how cultural differences affect service delivery.		Prerequisite	
b) Discuss how service delivery is affected by the socio-economic conditions present in a community.		Prerequisite	

SPECIFIC AREA: D. HUMAN DEVELOPMENT AND INTERACTION MAIN OBJECTIVE: 5. Demonstrate a knowledge of organizations and systems.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Discuss the concept of formal and informal rules existing within organizations.		Enrichment	
b) Describe how organizations interact.		Enrichment	
c) Describe how various organizations impact upon clients e.g. schools, mental and public health organizations, etc.		Prerequisite	
d) Identify several ways that a knowledge of systems and organizations can benefit one's work.		Prerequisite	
e) Provide relevant information regarding the organization to caregivers.	4	Critical	

E

POLICY AND PROCEDURES

SPECIFIC AREA: E. POLICY AND PROCEDURES

MAIN OBJECTIVE: 1. Demonstrate the ability to assist in training of students and orient new employees.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Participate in orientation and supervise practicum students, volunteers and para-professionals as required.	2	Enrichment	
b) Delegate tasks and provide follow-up.	2	Enrichment	
c) Provide feedback to those being taught or supervised.	2	Enrichment	
d) Participate in evaluation processes.	2	Enrichment	

SPECIFIC AREA: E. POLICY AND PROCEDURES MAIN OBJECTIVE: 2. Demonstrate a knowledge of legislation and current policy.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the acts and current policies that affect the job role.		Critical	
b) Describe a variety of existing government programs, e.g. day-care, long-term care, etc.		Critical	

SPECIFIC AREA: E. POLICY AND PROCEDURES MAIN OBJECTIVE: 3. Demonstrate a knowledge of colleagues' responsibilities.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the roles of various individuals who as a team provide social services (including caregivers where appropriate.)		Critical	
b) Explain to caregivers the structure if the system and explain channels for caregivers to communicate their needs.		Critical	

SPECIFIC AREA: E. POLICY AND PROCEDURES MAIN OBJECTIVE: 4. Demonstrate a knowledge of the policy development process in government.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain how one's role may impact on policy development.		Enrichment	
b) Summarize the process of policy development.		Enrichment	
c) Differentiate between acts, regulations and policies.		Critical	

F

ETHICS AND STANDARDS

SPECIFIC AREA: F. ETHICS AND STANDARDS

MAIN OBJECTIVE: 1. Demonstrate ethical behaviour in relationship to the client.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Maintain confidentiality according to ministry policy.	2	Critical		
b) Inform client of situations wherein one may be required to disclose information.	4	Critical		
c) Respect the civil and human rights of clients.	3	Critical		
d) Respect the dignity of clients.	3	Critical		
e) Honour commitments to clients.	3	Critical		

SPECIFIC AREA: F. ETHICS AND STANDARDS MAIN OBJECTIVE: 2. Cope with ethical conflict.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Identify sources of ethical conflict, e.g. personal ethics versus organizational policies.		Critical		
b) Avoid "conflict of interest" situations.	3	Critical		
c) Develop strategies to cope with ethical conflict.	2	Critical		

SPECIFIC AREA: F. ETHICS AND STANDARDS MAIN OBJECTIVE: 3. Demonstrate ethical use of power and authority.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Determine the affect on clients of their perception of one's power.		Critical		
b) Differentiate between one's mandated authority and client's/ colleagues perceptions of one's power.		Critical		
c) Inform clients, employers and community groups of one's mandated authority.	4	Critical		

SPECIFIC AREA: F. ETHICS AND STANDARDS MAIN OBJECTIVE: 4. Demonstrate a professional attitude.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Show respect for co-workers and caregivers.	4	Critical		
b) Promote client independence.	4	Critical		
c) Maintain lines of communication with co-workers and caregivers.	4	Critical		
d) Discuss conflicts with co-workers and ways of overcoming these.	4	Critical		
e) Maintain a high standard of service.	4	Critical		

SPECIFIC AREA: F. ETHICS AND STANDARDS

MAIN OBJECTIVE: 5. Act as an advocate on behalf of clients.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Recognize when one is required to act as an advocate within the limits of the role.		Critical		
b) Recognize the limits of advocacy in terms of one's job role.		Critical		
c) Refer clients to other services that are able to advocate for them.	4	Critical		

SPECIFIC AREA: F. ETHICS AND STANDARDS MAIN OBJECTIVE: 6. Initiate professional development.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Attend available training opportunities.	4	Critical		
b) Review literature related to one's profession.	4	Critical		
c) Identify training needs for the job role.		Critical		
d) Recognize the importance of continued self-evaluation.		Critical		

SPECIFIC AREA: F. ETHICS AND STANDARDS MAIN OBJECTIVE: 7. Demonstrate the ability to act as a change agent within the Ministry.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Participate in opportunities to provide input from the field.	4	Critical		
b) Identify areas where change is required.		Critical		
c) Document and report problem areas wherein change is required.	4	Critical		

G

ASSESSMENT

SPECIFIC AREA: G. ASSESSMENT MAIN OBJECTIVE: 1. Demonstrate skills required to initiate the assessment process.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Review pre-assessment information.		Prerequisite	
b) Identify and/or clarify the presenting problem.		Prerequisite	
c) Identify and/or clarify risk factors.		Prerequisite	
d) Identify core or central problems.		Prerequisite	
e) Describe how presenting problem relates to central problem.		Prerequisite	
f) Make a decision regarding the appropriateness of intervention by the Family Support Worker.	2	Critical	
g) Communicate to other team members, including caregivers, one's decision regarding intervention.	2	Critical	

SPECIFIC AREA: G. ASSESSMENT

MAIN OBJECTIVE: 2. Demonstrate skills required to initiate contact with the client.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Present oneself appropriately to the client.	4	Prerequisite	
b) Describe one's role and the purpose of visit to the client and caregiver.	4	Prerequisite	
c) Establish a working agreement around defined problem areas.	4	Critical	
d) Offer services to clients while recognizing their right to refuse service.	4	Critical	
e) Assess client's willingness to work.	4	Critical	

SPECIFIC AREA: G. ASSESSMENT

MAIN OBJECTIVE: 3. Demonstrate the skills required to formulate a treatment plan.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Take steps to assure the immediate safety of the child.	4	Critical	
b) Identify the client or clients.		Critical	
c) Identify the individuals who will be involved in the treatment plan.	2	Critical	
d) Clarify the roles of those providing service.	2	Critical	
e) Formulate a method of intervention	2	Critical	
f) Negotiate the treatment plan with the social worker, client, (and caregivers if they are part of the treatment plan.)	2	Critical	

H

CASE PLANNING

SPECIFIC AREA: H. CASE PLANNING

MAIN OBJECTIVE: 1. Consult with others as required to do case planning.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify individuals who have been or will be directly involved in the case plan, (including natural parents and caregivers.)		Critical	
b) Identify additional resources including individuals whose experience will be valuable.		Critical	
c) Clarify roles, expectations and intents of individuals involved in the case.	2	Critical	
d) Determine who will coordinate the case plan.		Critical	

SPECIFIC AREA: H. CASE PLANNING

MAIN OBJECTIVE: 2. Formulate a case plan.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify natural support systems available for the family e.g. extended family, friends, etc.		Prerequisite	
b) Establish long and short-term goals stated in behavioural terms.	2	Prerequisite	
c) Integrate goals into the treatment plan.	2	Prerequisite	
d) Establish priorities in terms of goals.	2	Prerequisite	
e) Discuss possible intervention strategies.		Prerequisite	
f) Consider the emotional strengths and weaknesses of client when formulating case plan.		Prerequisite	
g) Consider the strengths and limitations of caregivers when they will be a resource in the case plan.		Critical	

SPECIFIC AREA: H. CASE PLANNING MAIN OBJECTIVE: 3. Demonstrate skills required to contract with families.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Specify to clients the legal implications of their behaviour.	4	Critical	
b) Attempt to establish mutual goals and expectations.	4	Critical	
c) Distinguish between agreements and contracts.	4	Critical	
d) Establish time guidelines.	4	Critical	
e) Establish feedback mechanisms for use by the family or caregiver.	4	Critical	

SPECIFIC AREA: H. CASE PLANNING MAIN OBJECTIVE: 4. Evaluate the case plan.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Establish time lines for the evaluation of the case plan.	4	Critical	
b) Perform on-going evaluation to see if short-term goals are being met.	4	Critical	
c) Re-formulate the case plan as required.	2	Critical	
d) Re-evaluate roles and responsibilities of those involved in the case plan.	2	Critical	
e) Provide feedback to all individuals involved in the plan, particularly the families	4	Critical	

I

CLIENT INTERACTION

SPECIFIC AREA: I. CLIENT INTERACTION

MAIN OBJECTIVE: 1. Maintain a positive working relationship with clients.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Keep appointments.	4	Critical	
b) Maintain role clarity with clients.	4	Critical	
c) Be consistent with meeting expectations. Fulfill contractual obligations.	4	Critical	
d) Maintain role clarity with natural family and caregivers.	4	Critical	

SPECIFIC AREA: I. CLIENT INTERACTION MAIN OBJECTIVE: 2. Utilize the treatment process in client interactions.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Ensure that the treatment plan is goal oriented.	4	Critical	
b) Deal with practical problems in a flexible manner.	4	Critical	
c) Select appropriate treatment intervention.			
d) Review treatment plan as specified in case plan.	4	Critical	
e) Recognize when treatment should be terminated e.g. client unable to continue, work is completed, etc.	2	Critical	
f) Clarify with client the reason for termination.	4	Critical	
g) Summarize with client, emphasizing the gains that she or he has made, the process that has occurred.	4	Critical	
h) Show positive regard for client when terminating the relationship.	4	Critical	

SPECIFIC AREA: I. CLIENT INTERACTION MAIN OBJECTIVE: 2. Utilize the treatment process in client interactions. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
i) Inform client of resources available after termination including oneself.	4	Critical	

SPECIFIC AREA: I. CLIENT INTERACTION MAIN OBJECTIVE: 3. Demonstrate skills required for para-legal responsibilities.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Contribute information required by the social worker to attend court.	2	Critical	
b) Describe court protocol and procedure.		Enrichment	
c) Prepare as necessary to present as a witness in court.	2	Enrichment	
d) Provide support to clients who attend court.	4	Critical	
e) Maintain confidentiality within the parameters of legal responsibility.	4	Critical	

SPECIFIC AREA: I. CLIENT INTERACTIONS MAIN OBJECTIVE: 4. Promote client independence.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain to clients the structure of the system and how they can make their needs known.	4	Critical	
b) Assist clients to comprehend their own motivations.	4	Critical	
c) Encourage clients to accept responsibility for their own actions.	4	Critical	
d) Assist clients to act on their own behalf.	4	Critical	
e) Reduce or eliminate assistance to client as appropriate.	4	Critical	

SPECIFIC AREA: I. CLIENT INTERACTIONS

MAIN OBJECTIVE: 5. Demonstrate skills required to overcome client resistance and provide motivation.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the various forms that resistance can take.		Prerequisite	
b) Provide feedback to clients regarding their resistance by using techniques such as behaviour description and perception checking.	4	Critical	
c) Identify strategies to overcome or to cope with resistance.		Prerequisite	

J

INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES. MAIN OBJECTIVE: 1. Teach parenting skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Determine the present skill level of the client.	4	Prerequisite	
b) Determine the skills required by client.	4	Prerequisite	
c) Negotiate with client the skills to be learned.	4	Prerequisite	
d) Establish with client a strategy for the learning of skills, e.g. role-play.	4	Prerequisite	
e) Establish priorities.	4	Prerequisite	
f) Set goals and time limits.	4	Prerequisite	
g) Evaluate progress of client using mutually agreed-upon indicators.	4	Prerequisite	
h) Teach the following skills: i) limit-setting ii) consistency iii) positive reinforcement iv) listening skills v) logical consequences vi) nurturing, etc.	4	Prerequisite	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.

MAIN OBJECTIVE: 1. Teach parenting skills. (continued)

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
i) Provide feedback and support to the client.	4	Prerequisite	
j) Provide information about age - appropriate behaviours.	4	Prerequisite	
k) Positively terminate the teaching relationship.	4	Prerequisite	
l) Promote client autonomy throughout the relationship.	4	Prerequisite	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.

MAIN OBJECTIVE: 2. Demonstrate the ability to teach others to utilize play with children.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate spontaneity, genuineness and humour.	4	Prerequisite	
b) Be sensitive to child's interests.	4	Prerequisite	
c) Be enthusiastic.	4	Prerequisite	
d) Demonstrate creativity.	4.	Prerequisite	
d) Teach others to utilize their own interests to stimulate children.	4	Prerequisite	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES. MAIN OBJECTIVE: 3. Assist caregivers to teach daily routines to children.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate routines and participate in their practice. b) Set routines and limits to provide a predictable environment. c) Inform children of daily routines. d) Explain to children the necessity of daily routines. e) Supervise the carrying-out of routines.			

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.

MAIN OBJECTIVE: 4. Assist caregivers to apply knowledge of health and nutrition.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Make use of opportunities to discuss nutrition and menu-planning.	4	Critical	
b) Monitor eating and health habits.	4	Critical	
c) Discuss special physical conditions i.e. allergies, diabetes, impairment.		Prerequisite	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES. MAIN OBJECTIVE: 5. Assist caregivers to provide an opportunity to teach life skills to children.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Enable the caregiver to define life skills appropriate to the child. i) pre-school: name, telephone number; ii) latency: use of transportation system, traffic safety; iii) teenage: job-finding skills, sexuality.	4	Critical	
b) Ensure that the child has access to life skills resources.	4	Critical	
c) Assist caregivers to teach life skills, i.e. budgeting, communications, etc.	4	Critical	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES. MAIN OBJECTIVE: 6. Assist caregivers in effectively setting limits with children.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Ensure that limits are age appropriate.	4	Prerequisite	
b) Discuss consistency in setting limits.			
c) Ensure that children know what the limits are and that the limits are normative.	4	Prerequisite	
d) Discuss the importance of children's understanding of positive and negative consequence of limits.			
e) Discuss the authoritative role and support required in the role.			
f) Discuss the use of limit setting as a learning experience to: i) help teach children internal control ii) generalize from the experience.			

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES. MAIN OBJECTIVE: 7. Use knowledge of human growth and development to provide information and support to caregivers.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Discuss with caregivers principals and practice in child management.		Prerequisite	
b) Discuss with caregivers normal and abnormal development in children.		Prerequisite	
c) Describe impact of fostering on childhood development.		Prerequisite	
c) Apply knowledge of family dynamics to assist caregivers in coping with problem situations; i.e. sibling rivalry, separation.	4	Critical	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES. MAIN OBJECTIVE: 8. Establish and maintain satisfactory relationships with caregivers.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Clarify roles, expectations and provide support to caregivers.	4	Critical	
b) Use communication skills and interviewing skills when interacting with caregivers.	4	Prerequisite	
c) Contract effectively by establishing mutually agreed upon needs and problems and solutions.	4	Critical	
d) Recognize and effectively use resources and services of caregivers.	4	Critical	
e) Recognize manifestations of stress on caregivers and develop strategies to provide support.	4	Critical	
f) Clarify guardianship/parenting role with caregivers.	4	Critical	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.

MAIN OBJECTIVE: 9. Demonstrate the ability to appropriately involve caregivers in the assessment process.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Include caregivers in the assessment process.	4	Critical	
b) Determine needs of client and caregivers in the assessment process.	4	Critical	
c) Provide caregivers with the appropriate information as a result of the assessment.	4	Critical	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.

MAIN OBJECTIVE: 10. Effectively arrange and place children with caregiver.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Prepare child and caregivers to receive the child; i.e. share relevant information.	4	Critical	
b) Assist the child and caregiver to deal effectively with any placement problems which may occur.	4	Critical	
c) Assist child and caregiver in the placement termination process.	4	Critical	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES. MAIN OBJECTIVE: 11. Participate in recruitment and retention of foster homes.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Develop recruitment strategies.	2	Enrichment	
b) Participate in foster parent recruitment and training programs when required.	2	Critical	
c) Assist caregiver to negotiate contracts with the ministry for services; i.e. financial support.	4	Critical	
d) Support caregivers in identifying and obtaining provisions and benefits for children in care.	4	Critical	
e) Inform caregiver of local MHR office policy and practice in areas which effect caregivers.	3	Critical	
f) Refer caregivers to community contracts and agencies which offer services and support.	4	Critical	
g) Provide information and support in cases of special needs children.	4	Critical	
h) Assist in the development of a positive relationship between caregivers and natural parents where possible.	4	Critical	

SPECIFIC AREA: J. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.

MAIN OBJECTIVE: 11. Participate in recruitment and retention of foster homes. (continued)

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
i) Discuss with caregivers the possible limitations of various intervention strategies and prepare caregivers for these limitations; i.e. limitations of substitute care.	4	Critical	
j) Participate in public education program to promote caregivers and their organization; i.e. foster parent programs	4	Critical	